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| 3  R: Pre-Test (Bush Baby)  W: Pre-Test  \*\*\*Introduce Understanding Chart | 4 R: L1 Students will activate background knowledge about NF and identify what they learn from texts. (My Neighborhood or Be My Neighbor)  Students will identify the purpose of non-fiction by identifying the purpose of my neighborhood. I think the author wrote this book because…  W: L1 Students will be immersed into NF. Students develop list of Community All-About Topics (Chart), then students write independent lists in their seed idea book. | 5  R: L2 Students recognize and learn to talk about NF text structures and how to use them. (The Squirrel or an all about book about communities.) Create chart with students, All About Text Often Have… (LC p.61)  W: L2 Students will help the teacher develop a table of contents about Community Book. (Shared Writing) | 6  R: L3 Students recognize and learn to talk about all abouts and informational text, understanding the purpose. (NF text about communities)  W: L3 Students will write a chapter in our community book. (Shared writing on a chapter first) Expectation: Model writing a topic sentence with two facts and an elaboration for each (5 sentences). | 7  R: L4 Use text structure to understand and build comprehension of NF text (animal book). Students demonstrate knowledge of NF text using I know \_\_\_\_\_ about \_\_\_\_\_ and I think the author will ask…  W: L4 Students add to chapter What you see in an Urban Community. (Shared Writing add diagram or map of urban community) |
| 10  R: L5 Students make connections between NF text and own ideas and lives. (My Neighbor) Reading Response  W: L5 Students learn to include facts rather than opinion in their writing, in order to teach the reader. (Change a page from opinion to facts, ie. the skyscrapers are pretty vs. the skyscrapers are tall, etc.) | 11  R: L6 Use text features to understand and build comprehension (animal or community book).  W: L6 Students will be immersed into NF mentor text and revise their own writing. (LC p.99-106) | 12  R: L7 Students will compare fiction with non-fiction. (Making Meaning – use community book like NYC and Faith Ringold)  W: L7 Students will share a chapter with a partner to check that they are staying focused on one topic. (LC p.108-110) | 13  R: L8 Compare NF to F and learn new ideas.  Students ask questions about the NF book using I wonder… (Making Meaning)  W: L8 Students learn to edit their writing by focusing on CUPS. Work individually, then share with a partner. | 14  R: L9 Students identify what they learn from NF and learn from each other. (Making Meaning ) Students talk about F and NF books using I noticed…I remember…I wonder…  W: Students complete community book and publish with illustrations. |
| 17  R: L11 Students use wondering and questioning to help understand books. (The Art Lesson – Making Meaning)  W: L10-11 Students will choose a topic for their all-about books (Plants). | 18  R: L10 Students make connections between the book and their own ideas through a reading response. (Art Lesson)  W: L10-11 Students choose topic based on their expert list (expose students to a variety of resources). | 19  R: L12 Identify what they learn from reading NF text. (Making Meaning – Day 2 – Draw, Draw, Draw) I learned…about TP…  HOW-TO Make gift for parents. | 20  Read Aloud and HOLIDAY ACTIVITIES | 21  NO SCHOOL |
| 7  NO SCHOOL | 8  R: L14 Students use schema, wondering and questioning to understand the text. (Making Meaning – Plants That Eat Animals or It Could Still Be a Worm and Very Hungry Caterpillar)  W: L12 Using 2nd grade writing samples as mentor text, students notice what the author does well. Students choose title and table of contents. | 9  R: L15 Students use schema, wondering and questioning to understand text. (Making Meaning – Plants that Eat Animals Day 2) Reading Response: I learned…(3 facts and elaborations)  W: L14 Students gather facts from books in the classroom or library books. | 10  R: L16 Students use schema, wondering and questioning to understand text. (Making Meaning – Plants that Eat Animals Day 3) Students write down what they learned and refer to understanding chart to tell what strategy they used.  W: L15 Students organize writing by chapters and the topic.  Computer lab, research topic. | 11  R: L17 Students use schema, wondering and questioning to understand text. (Making Meaning – Fishes) I learned…about fish… (Read Ch. 1-2)  W: L13 Students use mentor texts to write a strong beginning. |
| 14  R:  L18 Students use schema, wondering and questioning to understand text. (Making Meaning – Fishes Day 2 – Read Ch. 3) I learned…about the fishes body…I wonder…  W: L16 Students identify difference between fact and opinion by coming up with 2 facts and an opinion about selves, then practice with topic.  (like 2 truths and a lie) | 15  R: L19 Students use schema, wondering and questioning to understand text. (Making Meaning – Day 3) Reading Response Fishes: I learned…I wonder…  W: L17 Students add details to their facts. Elaborate on their topic sentences. (Use mentor text and model) | 16  R: L20 Students use schema, wondering and questioning to understand text. (Making Meaning – POP!) Read 1st half Model wondering. Students respond I wonder…I learned…  W: L18 Students continue to add descriptive details to their writing. (Use mentor writing and modeling) | 17  R: L21 Students use schema, wondering and questioning to understand text. (Making Meaning – Day 2) Read 2nd half, model I wonder…Students I wonder…I learned…  Students read independently and write wondering on sticky note before reading.  W: L19 Students add powerful language, content specific and specialized vocabulary, pictures, and captions. | 18  R: L23 Read and follow directions to make bubbles solutions.  W: L20 Students visit Mentor Text and teacher modeling to add a strong ending. |
| 21  NO SCHOOL | 22  NO STUDENTS | 23  R: Read Aloud NF text and discuss using conversational moves.  W: L21 Students review the rubric and compare their writing. | 24  R: L24 Students make connections between book and own ideas through a reading response.  W: L22 Students revise writing by trying something from a mentor text. | 25  R and W: Post Test  W: L23 Students edit their writing using CUPS. |
| 28  Read Aloud: NF  PUBLISH | 29  Read Aloud: NF  PUBLISH | 30  Read Aloud: NF  CELEBRATE WRITING: Make a book |  |  |